



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

Grade 4 - Topic 1 - Steps to an Inquiry Process

Stage 1 - Desired Results

Established Goals:

- Students will identify and practice the steps an inquiry process (i.e., identify a question or problem, locate and evaluate potential resources, gather information, create a new product). (GLE 4.1.1; LM 1:4.4)

Understandings:

- Learn new information about Montana Indian tribes and reservations.
- Understand the steps are similar to scientific inquiry and library inquiry.
- Practice the steps:
 - Identify a question or a problem, and write it. Select from: Who, What, Where, How, and Why?
 - Locate resources and materials that can be used to answer our question or problem.
 - Gather (write down) the information that can be used to answer the question or problem.
 - Create a new product, such as expository or narrative essay or oral presentation from the information gathered.

Essential Questions:

- What questions would be good to ask? What do we want to know?
- Where can we find the information we need? How do we determine what library sources to use? What other resources could we use?
- Where could we find information about Montana Indian Reservations and MT Indian Tribes?

Students will know...

- Steps of the inquiry process
- Definitions of tribe, culture and reservation

Students will be able to...

- Use the steps of the inquiry process as they research information for their assignments.
- Define tribe, culture, reservation in their notebooks and on class assignments. Take notes about the tribes they research.
- Correctly label the 7 MT Indian reservations on a map, as an assignment.
- Talk about the characteristics researched of all 12 Montana tribes, after students have presented projects.
- Keep a notebook or log of the new words they have learned, and review this information at intervals decided by the teacher.

Stage 2 - Assessment Evidence

Performance Tasks:

- Each student uses the Inquiry Process steps to get information, to synthesize that information as they perform library research, and to do a classroom project.

Other Evidence:

Stage 3 - Learning Plan

Learning Activities:

- Teacher will model general and specific questions. For example: What are the tribes of Montana? What is the location of the Blackfeet Reservation? Who are two Salish tribal leaders—past and present? Other questions may relate to size, population, location, date established, landscape, climate, economy of reservations, tribal nations located on each reservation, cultural activities, etc.
- Each student will do the following: select one of the 12 tribes, select a specific aspect discussed in the teacher modeling activity, and write a question he/she could research.
- Students will locate and record information from the Montana Indians publication and from the specific tribal website, as well as other resources they might find.
- Students will create a new product, such as expository or narrative essay, or powerpoint, for an oral presentation from the information they gather.
- After presentations, students will talk about the specific tribal characteristics researched.

** Teachers should also use the opi.mt.gov/IndianEd website for additional resources. ****

Resources

Dance/Celebration:

Ancona, George: Powwow. King, Sandra. Shannon: An Ojibway Dancer.
Marra, Ben. Powwow: Images Along the Red Road.



Montana Office of Public Instruction
Linda McCulloch, Superintendent
In-state toll free 1-888-231-9393
www.opi.mt.gov/IndianEd

Model Lesson Plan

Social Studies

Montana Office of Public Education. Powwows. Guide to Understanding and Enjoying Powwows opi.mt.gov/IndianEd

Reservation:

Hubbard, Jim. Shooting Back From the Reservation.

Videos:

The Native Americans Series. 1994 Atlanta, GA TBS Productions. "Plains Indians Part I, Part II"

Posters:

Indigenous Heroes

Teaching Respect for Native Peoples - Available from www.oyate.org

Montana Tribal Websites and Newspapers:

(Although we have listed one website for each tribe, many more are available if a student performs a Google search)

Blackfeet www.blackfeetnation.com

Glacier Reporter: Official publication for the Town of Browning and the Blackfeet Reservation.

406-338-2090 Cut Bank MT <http://www.glacierreporter.com>

Chippewa Cree Tribe of the Rocky Boy Reservation <http://www.rockyboy.org/powwow/>

The Rocky Boy Tribal Newsletter. Chippewa Cree Tribe RR 1 Box 544, Box Elder, MT 59421

Crow Tribe Apsaalooke nation <http://www.crownations.net/>

Big Horn County News ISSN 0740-26000 P.O. Box 926 Hardin MT 59034 (800)-735-8736

Fort Belknap - Assiniboine/Gros Ventre <http://www.fortbelknapnations-nsn.gov/index.php>

Fort Belknap News (406-353-2005) fortorbelknapnews@netscape.net

Fort Peck Tribes - Assiniboine/Sioux <http://www.fortpecktribes.org/>

Wotanin Wowapi. The Newspaper of the Fort Peck Assiniboine & Sioux Tribes. Poplar, MT 59255 (406-768-5387 <http://www.wotanin.com>

Little Shell Tribe

<http://www.littleshelltribe.us>

Northern Cheyenne Net Tribal Government <http://www.ncheyenne.net/tribalgovmt.htm>

Tribal Report P.O. Box 128 Lame Deer, MT 59043 406-477-8077

Confederated Salish & Kootenai tribes <http://www.cskt.org/>

Char-Koosta News : (ISSN 0893-8970) (406) 675-3000 <http://charkoosta@ckst.org>

Indian Country Today (ISSN 1066-5501) 3059 Seneca Turnpike, Canastota, NY 13032

888-327-1013 <http://www.indiancountry.com>

News from Indian Country: The Nations Native Journal. (ISSN 1548-4939) 8558N County Road K. Hayward, WI 54843 715-634-5226
IndianCountryNews.com

Websites:

www.opi.mt.gov/IndianEd

www.indiannations.visitmt.com (this website has general information about each tribal nation: Blackfeet, Crow, Flathead, Fort Peck, Fort Belknap, Little Shell, Northern Cheyenne, Rocky Boy) One can search each of the tribes for "People, Location, Economy, Points of Interest" with Internet links to each, as well as find Attractions, Events, Places to Stay, and Additional Visitor Information.